**Lesson Activities**

* [Activity 1. The "New Woman"](http://edsitement.neh.gov/lesson-plan/charlotte-perkins-gilmans-yellow-wall-papermdashthe-new-woman#section-16555)

**Activity 1. The "New Woman"**

Divide students into five small groups. Each group will explore the historical, social, economic, and cultural background of American women in the nineteenth century. In some cases, students may wish to use a [NARA document analysis worksheet](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html). Using the list below, assign a different topic to each group. Ask each group to present its findings.

* "Nineteenth-century Domestic Spheres"
  + Have students explore ["Gender and the Nineteenth Century Home,"](http://xroads.virginia.edu/%7EMA02/rodriguez/GildedAge/home.html) from the EDSITEment reviewed [American Studies at the University of Virginia](http://xroads.virginia.edu/) website and the ["Masculine Superiority Fever": Making Sense of "Spheres"](http://www.assumption.edu/whw/workshop/untitled1.html) at the EDSITEment reviewed [U.S. History Women's Workshop](http://www.assumption.edu/whw/workshop/untitled1.html) [Click second image on left or, for browsers that do not support frames, go [directly to the essay](http://www.assumption.edu/whw/workshop/Spheres.html)].
  + Point students to the following items to help generate their small group discussion:
    - ["Light of the Home"](http://xroads.virginia.edu/%7EMA02/rodriguez/GildedAge/Gilded%20Age%20Hale.html) image
    - ["Motherhood"](http://xroads.virginia.edu/%7EMA02/rodriguez/GildedAge/Gilded%20Age%20Children.html) essay
    - ["Puss in the Corner"](http://www.assumption.edu/whw/workshop/PussInTheCorner.html) poem
  + Each group will prepare a one-page summary based on the group exploration of these two sites. Guiding questions:
    - How do the primary documents on these websites portray the roles of middle-class men and women in the early- to mid-nineteenth century?
    - What do you think of these roles?
    - How are the roles similar or different from today's roles for women?
* "Women's Rights and the Suffrage Movement"
  + Have students in this group prepare a brief history/timeline of the women's movement by exploring American Treasures of the Library of Congress' [Seneca Falls Convention](http://www.loc.gov/exhibits/treasures/trr040.html) exhibit, the Library of Congress' ["Votes for Women"](http://memory.loc.gov/ammem/naw/nawshome.html) collection(both via EDSITEment reviewed [American Memory](http://memory.loc.gov/)), and the [College of Staten Island Department of History](http://www.library.csi.cuny.edu/dept/history/) (via EDSITEment reviewed [U.S. History Women's Workshop](http://www.assumption.edu/whw/workshop/untitled1.html)).
  + Point students to the following items to help generate their small group discussion:
    - Elizabeth Cady Stanton's ["Declaration of Sentiments"](http://www.library.csi.cuny.edu/dept/history/lavender/2decs.html)
    - [Gilman's brief suffrage](http://memory.loc.gov/cgi-bin/query/r?ammem/naw:@field%28DOCID+@lit%28rbnawsan9903div6%29%29) commentary in the [Votes for Women Collection](http://memory.loc.gov/ammem/naw/nawshome.html): (Search by keyword "Gilman"; text under "Charlotte Perkins Stetson, of California)
    - [Detailed](http://www.legacy98.org/timeline.html#1855) timeline
    - [Anti-suffrage](http://www.loc.gov/exhibits/treasures/trr122.html) cartoon
  + Each group will prepare a one-page summary based on the group exploration of these sites. Guiding questions:
    - What prompted the 1848 Seneca Falls Convention?
    - What most surprised your group about Stanton's outline of women's rights (or lack thereof) in 1848?
    - For which key elements of change did women advocate in the several decades leading up to women's official right to vote in 1920?
* "Popular Representations of Women in the 1880s-1910s"
  + Have students explore ["Touring Turn-of-the-Century America,"](http://memory.loc.gov/ammem/detroit/dethome.html) [Emergence of Advertising in America](http://memory.loc.gov/ammem/award98/ncdhtml/eaahome.html)," and ["Library of Congress Online Prints and Photographs Reading Room"](http://www.loc.gov/rr/print/catalog.html) to explore how popular media, including advertising, political cartoons, and magazines, portrayed women during the 1880s-1910s.
  + Point students to the following items to help generate their small group discussion:
    - [A Hasty Lunch](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/detr:@field%28NUMBER+@band%28det+4a21350%29%29displayType=1m856sd=detm856sf=4a21350) photo (~1900)
    - ["I Can't Keep House without It"](http://scriptorium.lib.duke.edu/eaa/lever/L00/L0037-72dpi.html) (1918) advertisement
    - "[The Efficient Housewife (1910s)](http://scriptorium.lib.duke.edu/eaa/cookbooks/CK0019/CK0019-05-72dpi.jpeg)" cookbook advice
    - [For the benefit of the girl about to graduate](http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field%28NUMBER+@band%28ppmsca+02944%29%29displayType=1m856sd=ppmscam856sf=02944) (1890) cartoon
    - [Hoyt's A contented woman](http://memory.loc.gov/pnp/var/0800/0899/0899r.jpg) (1898) poster
  + Each group will prepare a one-page summary based on the group exploration of these sites. Guiding questions:
    - What do you notice (in terms of dress, activity, expressions, etc.) about the lunching women in "A Hasty Lunch" in comparison to other women in the background of the photo (e.g., the woman with the man and children)?
    - What roles for women are portrayed?
    - What commentaries and critiques are depicted in the representations you have found?
* "The New Woman"
  + Have students explore ["Touring Turn-of-the-Century America,"](http://memory.loc.gov/ammem/detroit/dethome.html) [Emergence of Advertising in America](http://memory.loc.gov/ammem/award98/ncdhtml/eaahome.html)," and ["Library of Congress Online Prints and Photographs Reading Room,"](http://www.loc.gov/rr/print/catalog.html) all available through EDSITEment reviewed [American Memory](http://memory.loc.gov/).
  + Point students to the following items to help generate their small group discussion:
    - [Adam Forepaugh & Sells Brothers enormous shows combined](http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field%28NUMBER+@band%28cph+3b52437%29%29displayType=1m856sd=cphm856sf=3b52437) (1896) poster
    - [The new woman - wash day](http://www.loc.gov/pictures/resource/cph.3b44956/) (1897) cartoon
    - [The new woman - wash day](http://www.loc.gov/pictures/resource/cph.3b07636/) (1901) cartoon
  + Each group will prepare a one-page summary based on the group exploration of these sites. Guiding questions:
    - What new roles are represented for women in the 1880s-1910s?
    - In what activities did the "The New Woman" engage?
    - How would you describe "The New Woman" in terms of her social and economic background?
* "Working Class, Immigrant, and African-American Women"
  + Have students explore ["At Home in the Heartland,"](http://museum.state.il.us/exhibits/athome/welcome.htm) Smithsonian National Museum of American History's [Within These Walls](http://americanhistory.si.edu/house/default.asp) and [Tenement Sweatshops](http://americanhistory.si.edu/sweatshops/history/1880.htm), available through EDSITEment reviewed [Smithsonian National Museum of American History](http://americanhistory.si.edu/). As a point of comparison to the lives of middle- to upper-class women.
  + Point students to the following items to help generate their small group discussion:
    - [Carmella Gustaferre](http://museum.state.il.us/exhibits/athome/1890/voices/gustaff), an Italian immigrant in Chicago, 1914
    - [Ruby Livingston](http://museum.state.il.us/exhibits/athome/1890/voices/living), a Southern African-American woman who moved to Chicago, 1919)
    - Visit the Caldwell family and Lynch family sections of "[Within These Walls](http://americanhistory.si.edu/house/default.asp)
    - " Exhibit
* Each group will prepare a one-page summary based on the group exploration of these sites. Guiding questions:
  + Describe the home life of working class, immigrant, and African-American women at the turn-of-the-century (1880s-1910s).
  + What were common roles for the women you have learned about by browsing the sites?
  + How would you compare the Caldwell family home life with the home life of immigrants such as Carmella Gustaferre and the Lynches and African-Americans such as Ruby Livingston?